



Camden Elementary School for the Creative Arts

1304 Lyttleton Street
Camden, SC 29020

Grades	K-5 Elementary School	
Enrollment	565 Students	
Principal	Ed Yount	803-425-8960
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Good	Average
2007	Good	At-Risk
2006	Good	At-Risk
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

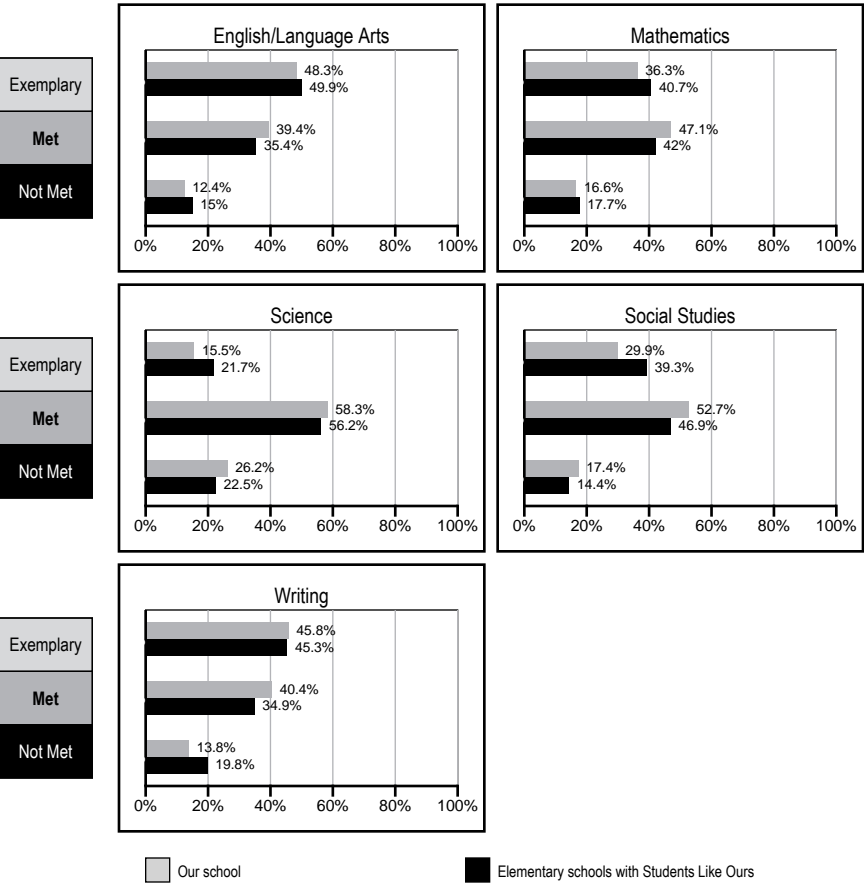
98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	21	8	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=565)				
First graders who attended full-day kindergarten	90.9%	Up from 86.8%	100.0%	100.0%
Retention rate	3.2%	Up from 3.0%	1.5%	1.9%
Attendance rate	95.6%	Down from 96.0%	96.6%	96.3%
Eligible for gifted and talented	24.0%	Down from 28.5%	17.4%	10.0%
With disabilities other than speech	8.4%	Up from 7.4%	8.1%	7.7%
Older than usual for grade	0.6%	Up from 0.4%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	58.3%	Down from 58.8%	60.7%	59.4%
Continuing contract teachers	94.4%	Up from 88.2%	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 90.2%	85.7%	85.9%
Teacher attendance rate	97.0%	Up from 95.9%	95.2%	95.1%
Average teacher salary*	\$49,326	Up 2.4%	\$47,927	\$47,149
Professional development days/teacher	7.6 days	Down from 10.3 days	10.4 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 20.5 to 1	20.0 to 1	18.8 to 1
Prime instructional time	92.0%	Up from 89.5%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.1%	Down from 98.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,606	Down 1.3%	\$6,629	\$7,458
Percent of expenditures for instruction**	72.0%	Down from 72.6%	70.5%	68.8%
Percent of expenditures for teacher salaries**	69.3%	Down from 70.5%	65.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

With the close of the 2008-09 school year, Camden Elementary completed its ninth year with arts integration as an area of focus. Art based content teaching strategies, learning activities, and assessment options continue to thrive in our classrooms. This year we were awarded the ABC (Arts in the Basic Curriculum) grant from the South Carolina Arts Commission. We are the first school in Kershaw County to receive the grant. Artists-in-residence were provided at all grade levels, and the students participated in the Arts Around the World study. Collaborative planning between classroom teachers and the arts specialists ensures continued growth with two way integration of the arts. Our PACT 2008 results were very good. Camden Elementary School met AYP (Annual Yearly Progress). The school received grants ranging from \$500 to \$5,000. A focus of CES this year was to improve math scores. We began RIT band instruction based on MAP scores in second grade. Every second grade student made gains in math scores from fall to spring. Approximately 94% of second grade students were considered on grade level for math at the end of the year. Camden Elementary's extraordinary staff continues to benefit from staff development opportunities. Teachers participated in literacy, math, science, social studies, and differentiated instruction workshops. Our outstanding parent organizations, Camden Elementary Partners (CEP) and School Improvement Council (SIC) once again supported initiatives and provided leadership for continued school improvement. CEP sponsored the third Camden Elementary Golf Tournament. This event raised over \$9,000 that was used to improve our library. SIC continues to provide leadership and accountability to help CES meet its SACS plan of action. The SIC is in the process of providing an outdoor classroom on our school campus. It should be ready for the 2009-10 school year. The members of these two organizations are integral to our success. Camden Elementary is a special place for our children and families—a place where students are challenged to achieve excellence and taught to help others. We believe in our slogan, "Our future's so bright we gotta wear shades." Ed Yount, Principal; Maria Spring, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	75	68
Percent satisfied with learning environment	64.7%	89.3%	91.0%
Percent satisfied with social and physical environment	76.5%	81.1%	91.2%
Percent satisfied with school-home relations	100.0%	89.2%	89.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	281	99.3	11.2	41.9	46.9	93.5	86.1	82.8	Yes	Yes
Gender										
Male	151	98.7	12.8	42.3	45	89.9	82.7	79.3	N/A	N/A
Female	130	100	9.4	41.4	49.2	97.7	89.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	181	99.5	5	34.6	60.3	96.6	89.7	89.5	Yes	Yes
African American	86	98.8	23.8	56	20.2	88.1	78.3	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	12	100	16.7	50	33.3	83.3	82.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	37	97.3	25	55.6	19.4	80.6	55.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	18.2	54.5	27.3	81.8	77.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	106	99.1	25	49	26	86.5	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	281	99.3	15.2	49.1	35.7	90.3	81.7	78.9	Yes	Yes
Gender										
Male	151	98.7	17.4	47	35.6	88.6	79.6	77	N/A	N/A
Female	130	100	12.5	51.6	35.9	92.2	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	181	99.5	8.4	43.6	48	94.4	86.7	87.2	Yes	Yes
African American	86	98.8	28.6	58.3	13.1	82.1	70.8	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	12	100	25	58.3	16.7	83.3	77.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	37	97.3	22.2	55.6	22.2	83.3	49	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	27.3	54.5	18.2	81.8	73.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	106	99.1	24	57.7	18.3	84.6	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	181	100	24.4	57.2	18.3	75.6	70.6	67.5
Gender								
Male	93	100	28	50.5	21.5	72	69.1	67
Female	88	100	20.7	64.4	14.9	79.3	72.3	68
Racial/Ethnic Group								
White	116	100	19.1	58.3	22.6	80.9	77.5	79.5
African American	57	100	31.6	56.1	12.3	68.4	56.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.3	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	59.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	25	45.8	29.2	75	39.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	51.9	59.6
Socio-Economic Status								
Subsided meals	68	100	35.3	51.5	13.2	64.7	60.2	55.1

Social Studies

All Students	182	99.5	15.6	55.3	29.1	84.4	73.4	72.3
Gender								
Male	101	100	17.8	51.5	30.7	82.2	72.6	71.5
Female	81	98.8	12.8	60.3	26.9	87.2	74.3	73.2
Racial/Ethnic Group								
White	117	100	10.3	50	39.7	89.7	78.4	80.7
African American	57	100	26.8	62.5	10.7	73.2	62.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	67.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	27	96.3	15.4	69.2	15.4	84.6	48.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60.6	67.9
Socio-Economic Status								
Subsided meals	71	98.6	27.5	62.3	10.1	72.5	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	282	92.9	13.8	40.4	45.8	86.2	75.7	70.2	95.6	95.7
Gender										
Male	151	92.1	18.7	43.2	38.1	81.3	69.1	63.2	95.4	95.5
Female	131	93.9	8.3	37.2	54.5	91.7	82.6	77.5	95.8	95.9
Racial/Ethnic Group										
White	181	96.7	8	38.5	53.4	92	80.9	79.1	95.6	95.5
African American	87	83.9	23.6	45.8	30.6	76.4	64	57.6	95.8	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	86.2	91.4	96.1
Hispanic	12	100	33.3	33.3	33.3	66.7	71.3	62.6	95.6	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	68.7	N/A	91.7
Disability Status										
Disabled	40	50	N/AV	N/AV	N/AV	60	29.9	26.1	92.8	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	27.3	36.4	36.4	72.7	70.3	61.2	96.1	96.2
Socio-Economic Status										
Subsidized meals	106	85.9	27.8	48.9	23.3	72.2	64.8	58.9	95.1	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	99	100	9.1	39.4	51.5	90.9
	4	83	100	14.6	41.5	43.9	85.4
	5	99	98	10.4	44.8	44.8	89.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	99	100	17.2	34.3	48.5	82.8
	4	83	100	12.2	53.7	34.1	87.8
	5	99	98	15.6	60.4	24	84.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	49	100	40.8	44.9	14.3	59.2
	4	83	100	19.5	67.1	13.4	80.5
	5	49	100	16.3	53.1	30.6	83.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	50	98	20.4	42.9	36.7	79.6
	4	83	100	11	65.9	23.2	89
	5	49	100	18.8	50	31.3	81.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	100	95	18.9	30.5	50.5	81.1
	4	83	92.8	9.2	51.3	39.5	90.8
	5	99	90.9	12.4	41.6	46.1	87.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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